Logic Models Made Simple

https://alartliteracyconsortium.wikispaces.com/

Stacy Hughey Surman, PhD
Clinical Assistant Professor
Department of Educational Studies
The University of Alabama
305 Carmichael Hall
Box 870231
Tuscaloosa, AL 35487
Office 205-348-7729
ssurman@ua.edu | http://education.ua.edu/academics/esprmc/

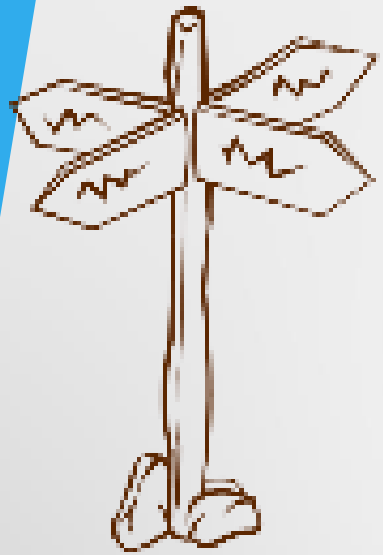
THE UNIVERSITY OF ALABAMA

Twitter | Facebook | Instagram

"It wasn't so long ago that when I would see the words 'measurable outcomes' on a grant proposal, I would experience a wave of nausea and anxiety."

Deborah Bedwell, Measuring Joy: Evaluation at Baltimore Clayworks

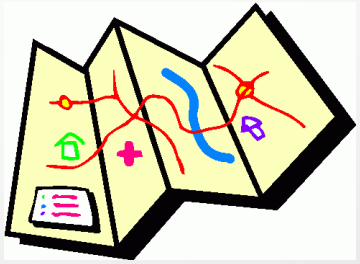
Source: Horsch, K. "Using Logic Models for Program Planning and Evaluation



Where are you going?

How will you get there?

What will tell you that you've arrived?



A logic model is your program ROAD MAP

Much of the presentation is adapted from the University of Wisconsin Cooperative Extension-Program Development and Evaluation Office

- Logic model is a…
  - Picture of your program or intervention
  - Graphic representation of the "theory of action" – what is invested, what is done, and what results
  - Core of planning and evaluation

Provides a common framework for your work

The Accountability Era

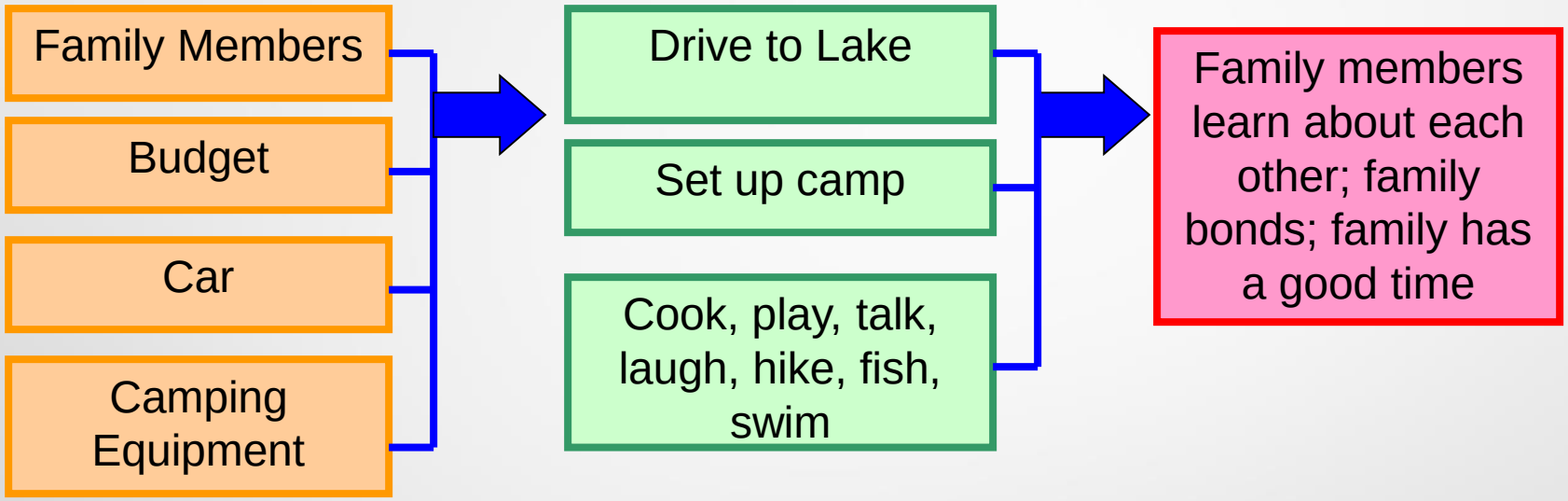
- What gets measured gets done
- If you don't measure results, you can't tell success from failure
- If you can't see success, you can't reward it
- If you can't reward success, you're probably rewarding failure
- If you can't see success, you can't learn from it
- If you can't recognize failure, you can't correct it.
- If you can demonstrate results, you can win public support.

- Re-inventing government, Osborne and Gaebler, 1992

Logic model is in widespread use

- Private Sector
- Public Sector: Government Performance and Results Act
- Non-Profit Sector
- International Arena
- Evaluators

Example: Every day logic model – Family Vacation



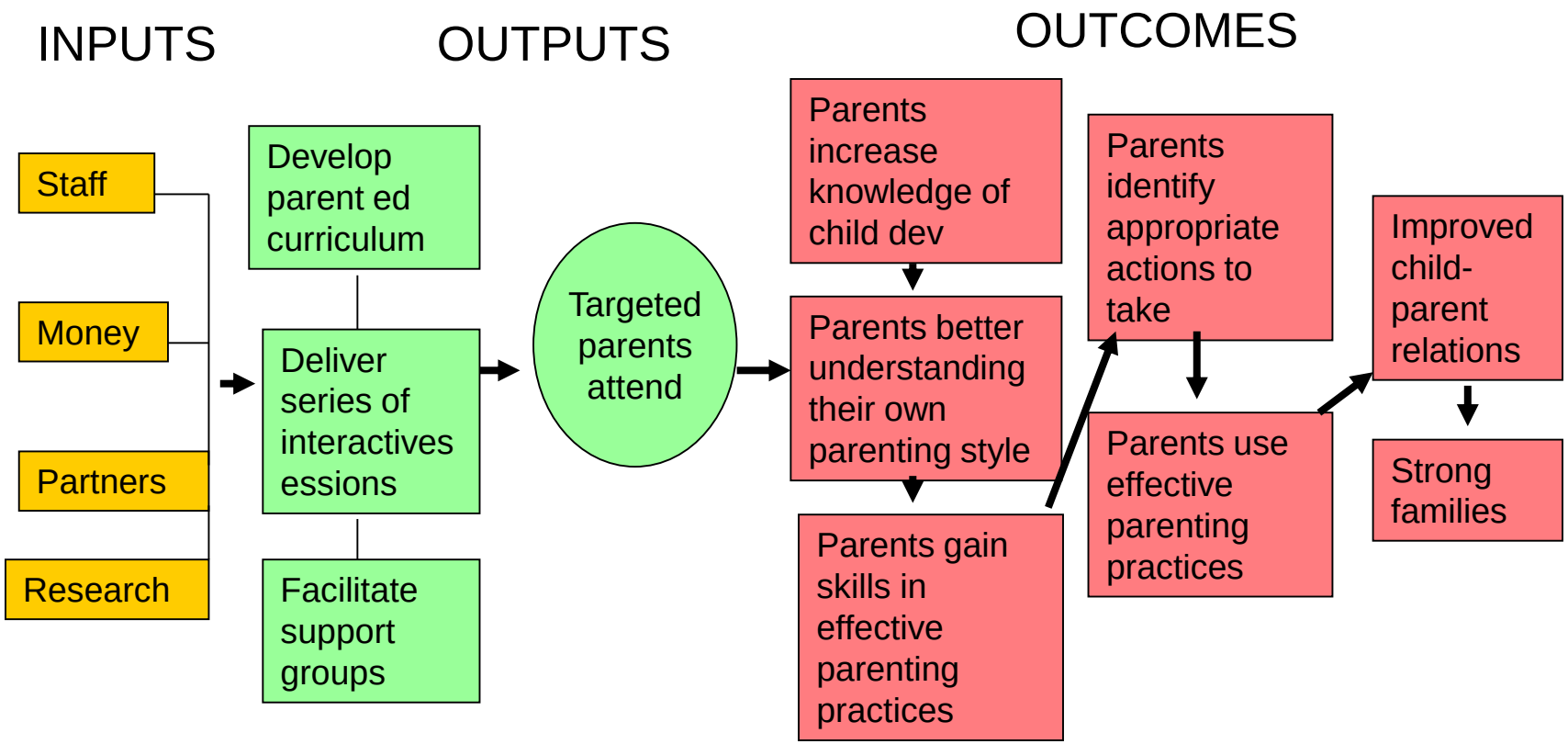
Example: Financial Management Program

Situation: Individuals with limited knowledge and skills in basic financial management are unable to meet their financial goals and manage money to meet their needs.

INPUTS	OUTPUTS	OUTCOMES
Extension invests time and resources	We conduct a variety of educational activities targeted to individuals who participate	Participants gain knowledge, change practices and have improved financial well-being

Example: One component of a comprehensive parent education and support initiative

Situation: During a county needs assessment, majority of parents reported that they were having difficulty parenting and felt stressed as a result

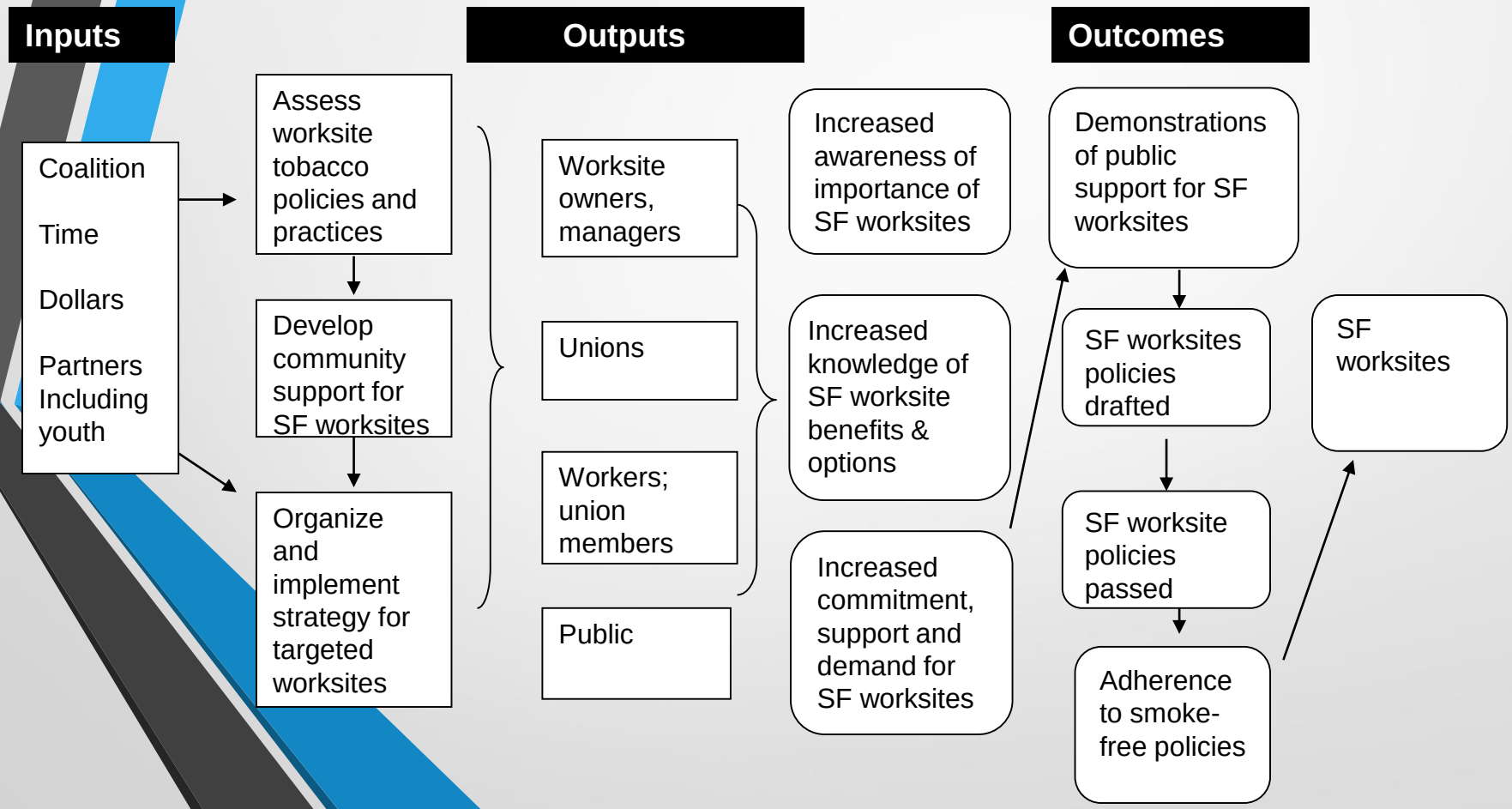


Assumptions:

External factors:

Example: Smoke free worksites

Situation: Secondhand smoke is responsible for lung cancer, respiratory symptoms, cardiovascular disease, and worsens asthma. Public policy change that creates smoke free environments is the best known way to reduce and prevent smoking.



Example: Logic model training workshop

Situation: Funder requires grantees to include a logic model in funding request; grantees have limited understanding of logic models and are unable to fulfill the funding requirement

INPUTS

Trainer

Budget

Equipment

Research base

Training curriculum

OUTPUTS

3 hour training

•Interactive activities

•Group work

•Practice

•Q and A

Grantees

Increase knowledge of logic models

Increase ability to create a meaningful logic model of program

Increase confidence in using logic models

OUTCOMES

Use logic models in planning and evaluation – in your own work

Model quality logic model practice

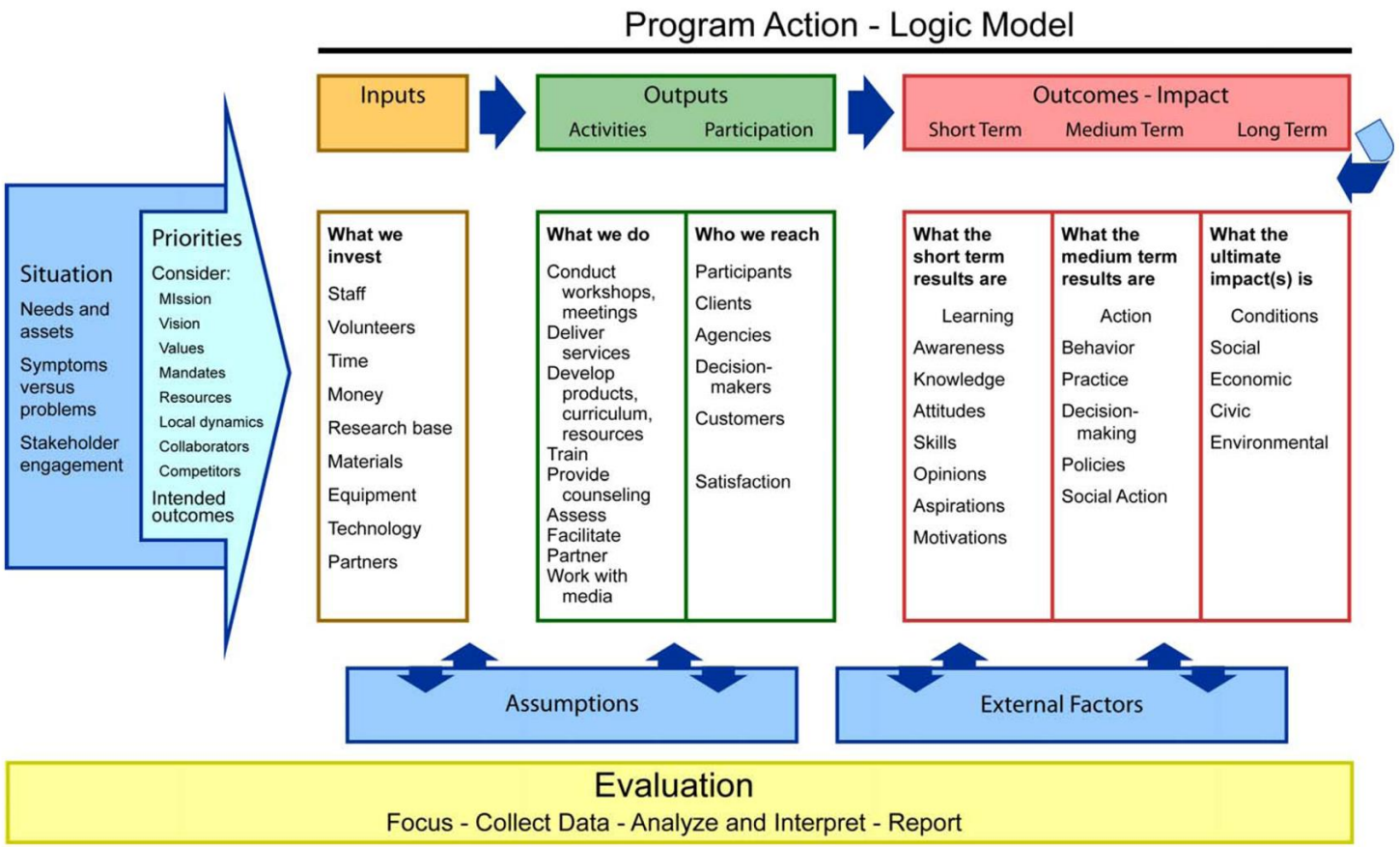
Improved planning – programs achieve positive results

Improved evaluation - more credible and useful data

Accountable here

PROGRAM DEVELOPMENT

Planning – Implementation – Evaluation



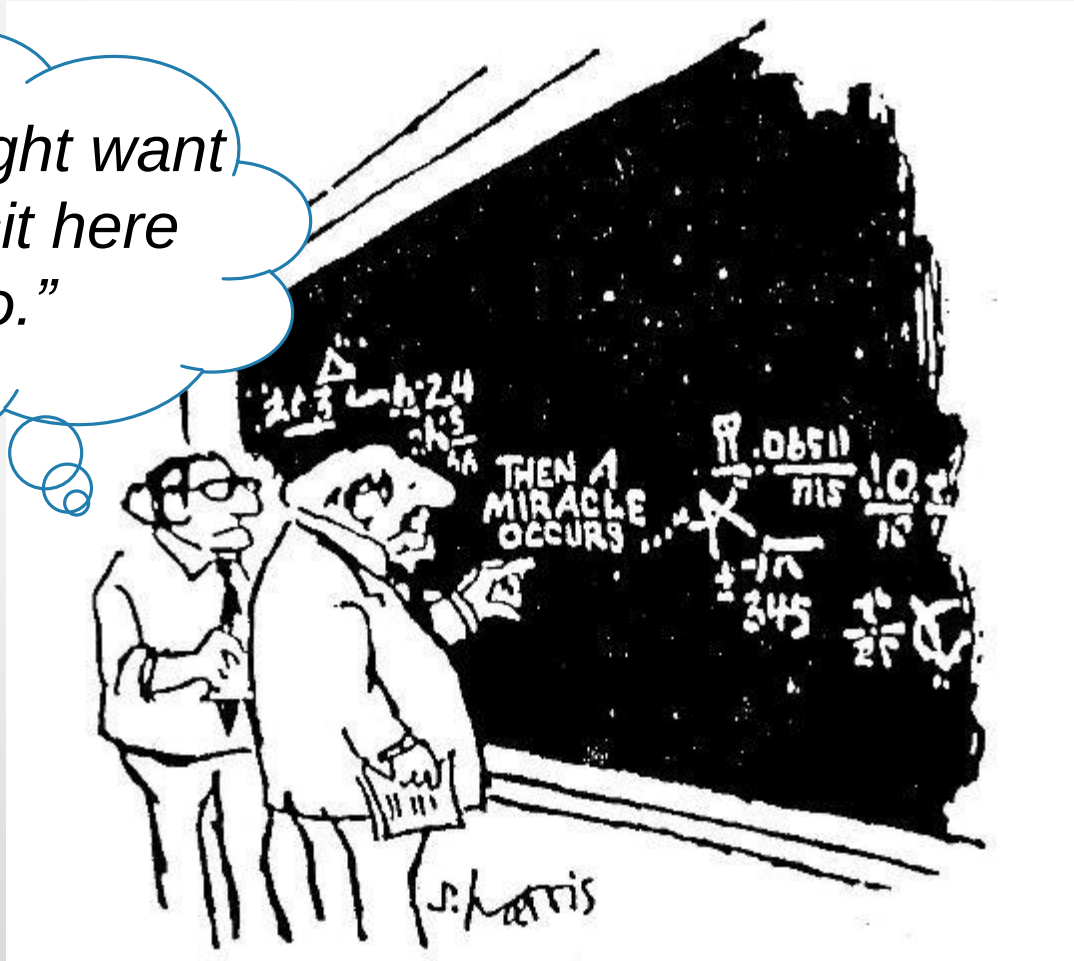
© 2003
UW-Extension provides equal opportunities in employment and programming, including Title IX and ADA.

Getting started

- Determine purpose of logic model
  - Who will use it? For what?
- Involve others
- Set boundaries for logic model
- Understand situation
- Explore research, knowledge base, what others are doing/have done

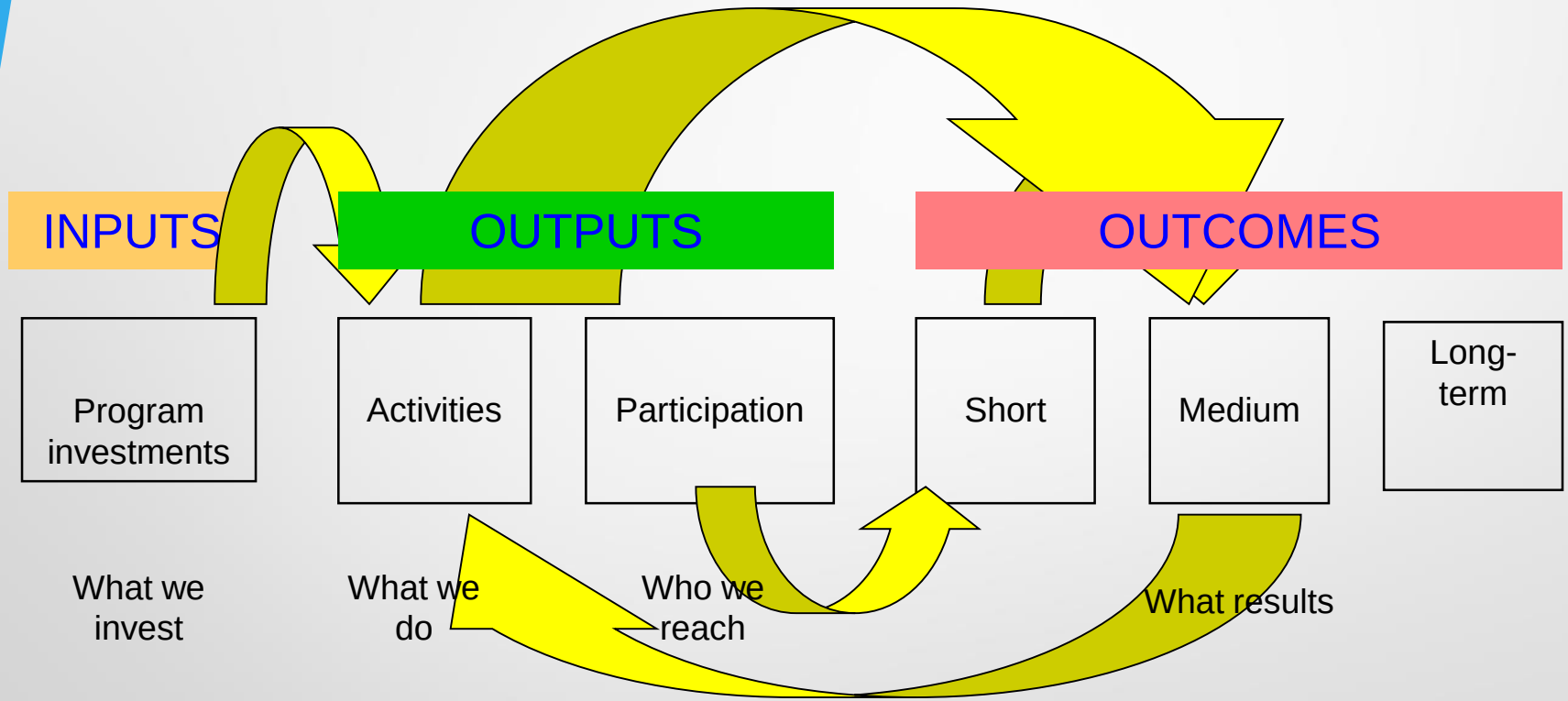
Connecting outputs to outcomes is a challenge

"I think you might want be more explicit here in Step Two."



Programs aren't linear

Feedback loops and multi-dimensions



What is an Outcome??

Outcome:	**A product. A result of an activity.** **Ex:** **Desired Outcome might be** **"Pre-school children will experience joy as they create art."**

Chain of outcomes

SHORT	MEDIUM	LONG-TERM
Seniors increase knowledge of food contamination risks	Practice safe cooling of food; food preparation guidelines	Lowered incidence of food borne illness
Participants increase knowledge and skills in financial management	Establish financial goals, use spending plan	Reduced debt and increased savings
Community increases understanding of childcare needs	Residents and employers discuss options and implement a plan	Child care needs are met
Empty inner city parking lot converted to community garden	Youth and adults learn gardening skills, nutrition, food preparation and mgt.	Money saved, nutrition improved, residents enjoy greater sense of community

Focus of outcomes

Focus	Example Outcome
• Individual - **Child, parent, client, resident**	Child is ready to enter school; farmer implements nutrient management practice
• Group - **family, team, community group**	Families control spending to maintain family financial stability
• Agency, organization	Agency institutes policy that encourages physical activity of staff
• System	Family serving agencies share resources to better meet clientele needs
• Community	Communities develop and preserve decent safe and affordable housing

Writing High Quality, Measurable, Outcomes

SMART objectives: Specific, measurable, attainable, results-oriented, timed

Who/what	Change/desired effect	In what	By when
Families participating in the Family Resource Center	increase	their use of community resources and services	within one year of joining
School boards	adopt	policies to improve student access to the arts.	by Dec 2017

Where to find larger scale outcomes

Artistic Literacy Consortium Shared Evaluation Model Goals:

- **Goal 1. Build expectations for the arts to enhance economy, community, and quality of life**.
- **Goal 2. Provide both virtual and actual access and equity to quality arts learning for all students.**
- **Goal 3. Advance arts education opportunities to facilitate college and career readiness.**
- **Goal 4. Employ the arts as a catalyst to create and maintain an engaged school and community environment.**

Available at: Shared Evaluation Model Worksheet
http://alartliteracyconsortium.wikispaces.com/

Where to find larger scale outcomes

AIE Grant Objectives:

- *Increase expectations for the arts to enhance student engagement and relevance to build, community, and quality of life.*
- *Provide access and equity to quality arts education learning for all students.*
- *Advance arts education opportunities to facilitate college- and career-readiness.*
- *Employ the infusion of arts or a standalone arts program as a catalyst to create and maintain an engaged school and community environment.*
- *Increasing awareness of and improving arts education in our state.*

Indicators of Success

- A sign that shows the existence of success.
- Identifying possible indicators of success is one of the most important steps toward successful planning and evaluation.
- Asking the questions:
  - What do I want to accomplish?
  - How will I know I have accomplished it?
  - What will it look like?
  - What will I see that will tell me how close I am to being successful?
- Examples might be number of students served, students holding artwork close to their bodies, amount of collaborative projects completed, etc.
- Example:
  - For the outcome "Pre-school children will experience joy as they create art."
    - Indicators of joy may be holding the artwork tightly, showing it off to their friends and parents, asking to take it home, asking for repeat experiences, etc.

Assessment

- Assessment is a measurement of something to determine the status quo.
  - One might measure knowledge, skills, rubric scores from a portfolio review, graduation rates, number of students in discipline referral, understandings and beliefs about art experiences, number of parents attending PTA meetings, etc.
- All measurements collected are data.
  - Scientifically minded people use the word data, because it is used to accomplish research.
    - Artists shy away from the words Assessment and data because they think it depersonalizes the work by reducing it, or limiting it to numbers that cannot communicate the "mystery" of the arts.
      - However, artists are in a position to use data to their advantage by creatively designing an evaluation system that collects both qualitative and quantitative data to tell their stories in a way that everyone will see its value.

Providing/Collecting Documentation

- A collection of evidence used to illustrate progress toward one or more outcomes.
  - Examples include, photos, video, samples of student work, portfolios, artist, parent, teacher, and/or administrator statements, tests, journals, new media articles, blogs, etc.
- Multiple **Documents** need to be summarized and disaggregated for results.
- *For example:*
  - For the outcome "Pre-school children will experience joy as they create art."
  - For the Indicators of holding the artwork tightly, showing it off to their friends and parents, and asking to take it home;
    - **Documentation** might be pictures of the children with their art, dictated statements from the children with the children explaining why they enjoy art, notes/emails from parents, a written statement from the teacher/administrator about the joy she sees in the children, etc…

Providing/Collecting Documentation

- Another, more formal way to collect Documentation is the use of Assessments
- ***Assessment Instruments*** may include rubrics, checklists, tests, observations, peer and outside critique, class rolls, sign in sheets, audience surveys, etc.
  - The value of the Assessment is controlled by the quality and variety of the ***assessment instruments*** used.
  - These may also become Documentation as long as they are recorded, clearly labeled, and connected to intend Outcomes.
- *Three categories of Assessment*
  - Diagnostic, Formative, and Summative

Providing/Collecting Documentation

- ***Assessment Instruments Categories***
  - <u>Diagnostic Assessment</u>
    - ***Diagnostic Assessment*** is used to discover a starting point for an individual, group or effort (process).
    - *Example:*
    - A quick warm up exercise where students are asked to hold the scissors and to cut along a series of lines.
      - The instructor then uses the work to determine the depth and direction of the follow-up cutting with scissors lessons.

Providing/Collecting Documentation

- ***Assessment Instruments Categories***
  - <u>Formative Assessment</u>
    - ***Formative Assessment*** is used to check progress toward specific objectives or goals.
    - *For example:*
    - One or more exercises where students practice each of the cutting techniques that is learned.
      - The instructor then uses the work to determine if the students have mastered needed scissor skills or if more practice is needed; and if more practice/ instructions, what would those lessons need to focus on.

Providing/Collecting Documentation

- ***Assessment Instruments Categories***
  - <u>Summative Assessment</u>
    - ***Summative assessment*** is used to determine end results or outcomes.
    - *For example:*
    - A final project where the cutting skills are used to create a product that will be measured with a rubric to assess the overall quality and accuracy of the students' ability to cut with scissors.

Breaking down Assessment – Data and Assessment Instruments

Data

- When we collect Documentation, we create Data…it's that simple.
- Quantitative and Qualitative
  - Can collect data of either kind, or both (often referred to as Mixed Methods)

- **Quantitative Data**
  - ***D***ata that can be counted.
    - Numbers are used to count the number of participants, assign grades (90% accurate), assign numeral based rubric score (student scores a 1 on the 4 point rubric scale), etc…
  - *For example:*
    - # of students able to use scissors to cut paper shapes accurately. Each of the children scoring a 3 or higher on the accuracy of cutting shapes rubric.

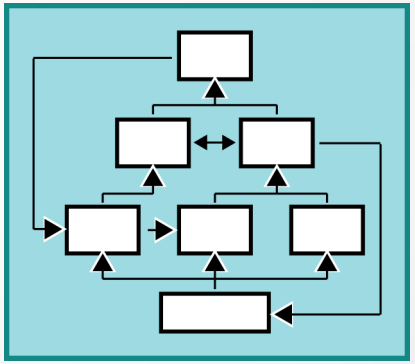
Breaking down Assessment – Data and Assessment Instruments

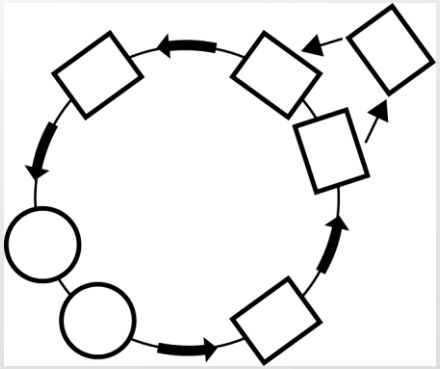
Data

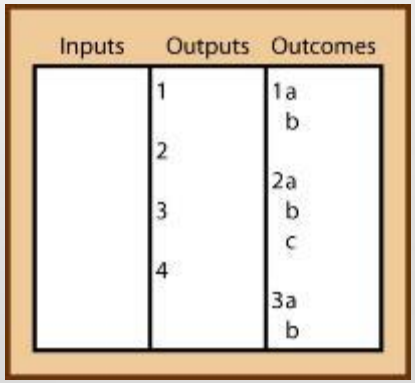
- When we collect Documentation, we create Data…it's that simple.
- Quantitative and Qualitative
  - Can collect data of either kind, or both (often referred to as Mixed Methods)
- **Qualitative Data**
  - It is written/spoken with words or images or sounds or performances or….but not numbers.
  - It is used to communicate and explain qualities and characteristics.
  - *For example:*
    - The written description for the rubric that define the levels of quality and accuracy of the shapes cut out while using the scissors.
    - The verbal descriptions used to explain to students about the quality of their cutting and how to improve.

What does a logic model look like?

- Graphic display of boxes and arrows; vertical or horizontal
  - Relationships, linkages
- Any shape possible
  - Circular, dynamic
  - Cultural adaptations; storyboards
- Level of detail
  - Simple
  - Complex
- Multiple models







Multiple logic models

- Multiple models may be needed to describe and explain complex initiatives or systems.

1. Multi-level programs:
   A series of linked models that depict varying levels such as national-state-county levels OR, institution-division-unit levels

2. Multi-component programs:
   A series of models to depict various components (goals, sites, target populations) within a comprehensive initiative

Component Logic Model Youth:
Youth Advocating for Arts Education Policy Change

Inputs

- Coalition members
- Time
- Funding
- Partners
  - •Local
  - •Regional
  - •State
- Effective practice strategies
- Local media outlets

Activities

- Establish baseline for arts education policy change in community with help from youth
- Educate youth and adults on policy change options and how to achieve them
- Identify partners, including youth serving organizations and schools, for engaging youth in policy change
- Develop strategy for and promote engagement of youth in policy change
- Assist with development of youth advocacy skills
- Promote community support for youth involvement in community level arts education policy change

Reach

- Community organizations, businesses policy makers
- Adults
- Youth serving organizations
- Schools
- **YOUTH**

Outcomes - Impact

Short

- Increased # youth, community members who:
  - •Understand community arts education needs
  - •Know how to advocate for policy change
- Increased # youth wanting to be involved in advocating for arts education policy changes
- Increased # youth skilled in being able to advocate for policy change
- Increased support for youth involvement in policy change

Medium

- Increased # of youth actively engaged in advocating for arts education policy change in community
- Increased # of activities or increased intensity of activities that involve youth to accomplish arts education policy change
- Increased adoption of policies that involve youth in the policy change
  - • Build industry support
  - •Promote opportunities for arts education

Long

- Increased number of pro-arts education policies in community
- Social norms more supportive of youth access to arts
- Initial access to arts education at young age/grades

Arts & Culture

Theory of Change: If we provide lifelong arts and cultural experiences, individuals will develop an appreciation for different perspectives, deepen their critical and creative thinking and be better prepared to excel in work and life.

Program Goal: Engage communities to participate in and sustain arts and cultural experiences in order to broaden their perspectives, cultivate creativity and help produce a multi-disciplinary workforce prepared to solve complex issues.

Arts Engagement	Arts Education
Components: Performances and exhibits which challenge and broaden people's view of the world through the introduction of different perspectives. Help organizations cultivate practices that build or diversify their audience and test new models or systems approaches to address financial sustainability. **Outputs:** • Number of performances or exhibitions created • Number of program participants • Increased support of the arts (revenue, patronage, audience diversity) **Outcomes:** • Increased participation by community members in arts and cultural activities over time • Sustained arts programming in a community • Growth in performances or exhibits over time • Financial sustainability of arts and cultural organizations/events • Strengthened and/or revitalized neighborhoods and communities over time	**Components**: Educational activities that nurture creativity in students, helping to form creative and critical thinking skills. Professional development for teachers and administrators. Enable school systems to maintain or enhance arts education programs. **Outputs:** • Number of student participants • Number of arts practitioners and teacher participants • Collection and assessment of evaluation data from students and practitioners **Outcomes:** • Demonstrated creativity by students over time • Increased creative thinking content in classroom activities • Sustained arts education school programs in communities • Increased visibility or scaling of model programs • Life-long arts participation

Copyright © 2010 Boeing. All rights reserved.

Suggested Logic Model Template

The Following is the Logic Model Template for the Artistic Literacy Consortium – Shared Evaluation Model and may be used with your Grant

Available at http://alartliteracyconsortium.wikispaces.com/

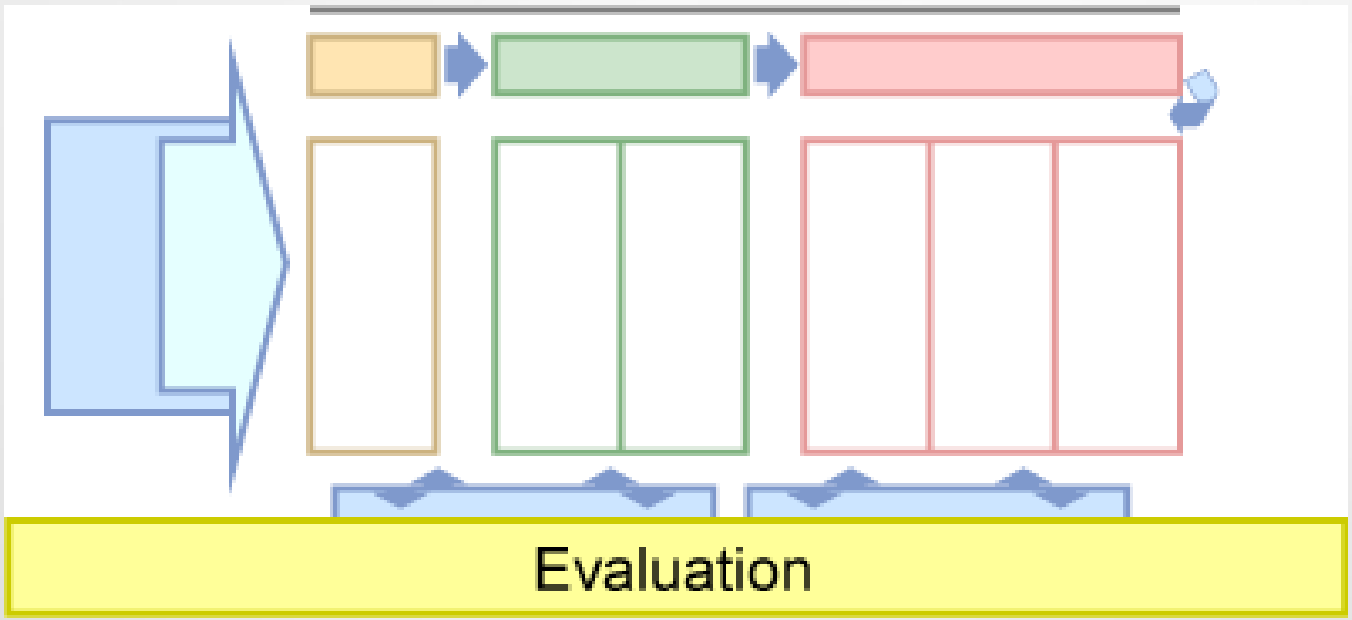
Check your logic model

1. **Is it meaningful?**
2. **Does it make sense?**
3. **Is it doable?**
4. **Can it be verified?**

Limitations

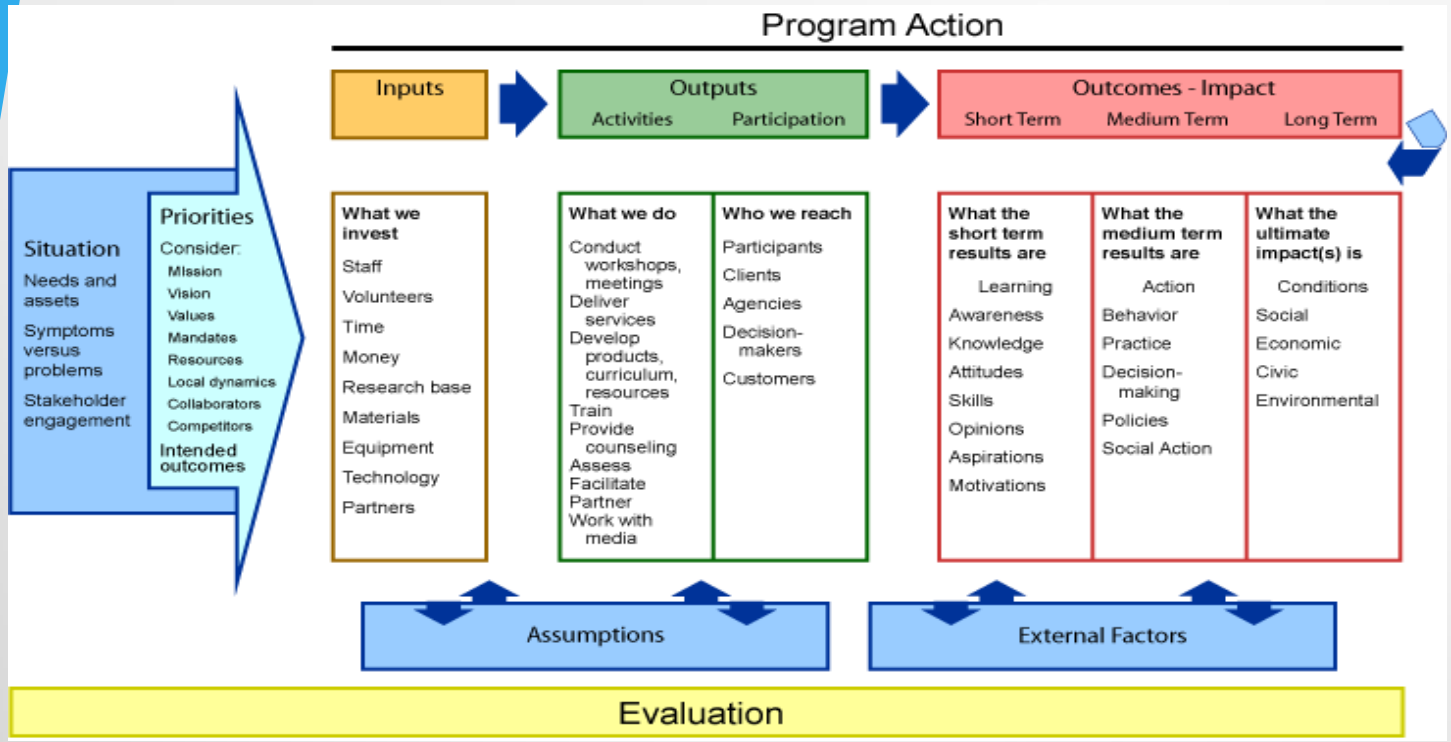
- **Logic Model…**
  - **Represents reality, is not reality**
  - **Focuses on expected outcomes**
  - **Challenge of causal attribution**
    - ✓ *Many factors influence process and outcomes*
  - **Doesn't address: Are we doing the right thing?**

Where does evaluation fit?



From beginning to end

PLANNING: start with the end in mind



What do you want to know? **How will you know it?**

EVALUATION: check and verify

What does evaluation mean to you?

- Evaluation means asking **good, critical** questions about programs to improve programs and help them be accountable for the wise use of resources.

What does evaluation mean to you?

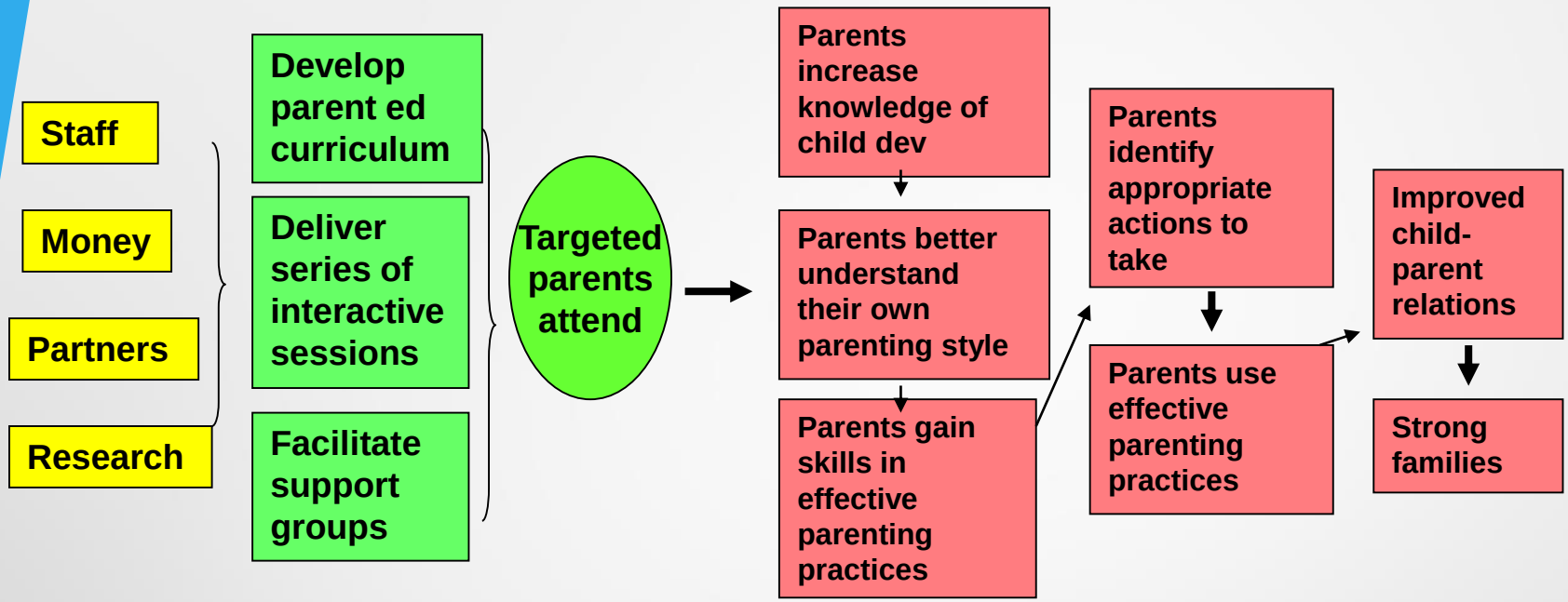
- ✓ Evaluation is a determination of the "value" of the work accomplished.
  - ✓ This includes a review of Intended Outcomes as they relate to Actual Outcomes (i.e. progress).
  - ✓ It should also include a review of the process and activities used to acquire Intended Outcomes to determine the efficiency of methods used.

- ✓ A strong Evaluation will include a statement of progress, an identification of future potential and possible threats, and is an honest look at what worked and what did not, in order to learn how to improve efforts.

- ✓ Those working on Evaluation should remain open to the discovery of unintended Outcomes, both positive and negative.
  - ✓ A happy surprise may develop into a new Intended Outcome, in a revised plan.
  - ✓ Unhappy surprises may indicate a need for a change in strategies used.

- ✓ The entire review is used to adjust future planning, and could even determine a change in focus and a change in desired Outcomes.

- ✓ **Note: For Evaluation to be effective, Documentation AND Assessment must be included.**



EVALUATION: What do you (and others) want to know about this program?

What amount of $ and time were invested?

Were all sessions delivered? How effectively?

Did all parents attend that we intended? Who did/not not?Did they attend all sessions?

To what extent did knowledge and skills increase? For whom? Why? What else happened?

To what extent did behaviors change? For whom? Why? What else happened?

To what extent are relations improved? Does this result in stronger families?

Prioritize

Lots of questions and so little time

Prioritize evaluation questions

- Evaluation purpose
  - Need
  - Context
  - Process
  - Outcomes
- Stakeholder needs

Who wants to know what about your program?

WHO might use the evaluation?	*WHAT do they want to know?*	*How will you/they determine growth/ success?*	*HOW will they use the info?*
You /Staff			
Participants			
Funding Source			

Relationship between Outcomes/Data Collection/Assessment and Evaluation

- *Example:*
- If the intended outcome was for Preschool students to experience joy when creating arts:
  - An unintended outcome may have been that to experience joys, these students wanted to learn how to use art materials and tools and were frustrated with their art when they could not, for example, cut with scissors.
  - The next unintended outcome was that the children benefitted from learning to cut with scissors and those skills allowed the students to create projects that they were very proud of; thus feeling joy.
- By Evaluating the outcome at each stage and as each unintended outcome became known, the instructor was able to make what are called *informed decisions* that led to the teaching of skills, that was evaluated to determine that students had the skills needed;
- That in turn, allowed the students to be less frustrated and experience more joy when creating visual art.
- Evaluation took place throughout and documentation and assessment were present and show support for the decisions the instructor made.

• Developing an evaluation plan based on your logic model

- Artistic Literacy Consortium Shared Evaluation Model Worksheet
- Artistic Literacy Consortium Shared Evaluation Model Link
  - Available at http://alartliteracyconsortium.wikispaces.com/

- AIE Grant Evaluation Plan